

## **Expository Writing**

### **Qualities of Good Expository Writing:**

1. The writing is focused and sticks to one topic
2. The writer has an intended audience and a specific purpose to their writing
3. The writing informs, explains, or persuades by using relevant evidence
4. The evidence the writer uses is compelling
5. The writer helps the reader feel invested in or connected to the topic.
6. The writer provides background information for the reader (they don't assume their reader is an expert on the topic).

### **Before Drafting, Students Should Ask Themselves:**

- ✓ What is the purpose of writing this piece? (this will help them focus their writing as they draft).
- ✓ Does each piece of evidence or each fact help develop my idea?
- ✓ Does each piece of evidence or each fact provide the right kind of support?
- ✓ Do I stick to one topic in all parts of my piece?

### **Ways We Can Collect Evidence/Support for our Ideas:**

- Examples
- Compare and Contrast
- Definition and Explanation
- Cause and Effect

### **Revision Strategies:**

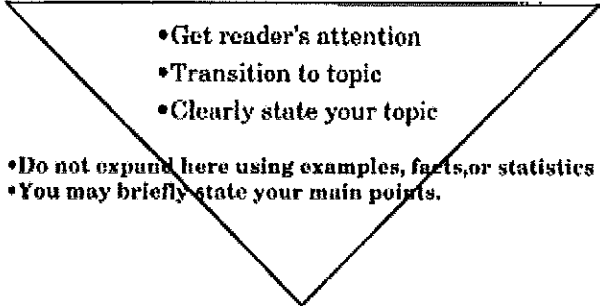
- Using Transitional Language (For example, however, in addition, etc.)
- Beginning with a lead that hooks the reader
- Writing powerful endings (calls the reader to action, leaves the reader thinking about your topic)
- Revising by Removing- All parts of our piece should stick to one topic and help prove our idea. Teach students to cut out any evidence or facts that do not directly relate to or support their topic.
- Revising for a consistent tone- What is the tone of my piece? Do I want to use empathy? Humor? A serious tone? What fits with my topic and evidence?
- Using additional text features to support our ideas
  - Headings
  - Fonts
  - Subheadings
  - Bullets
  - Text Boxes
  - Italics
  - Bold Font
  - Underlining
  - All Capital Letters
  - Diagrams
  - Photographs with Captions
  - Tables or Graphs

# Collecting Ideas - Expository Writing

Things I Know a Lot About - Things I Do Well

<b>A Hobby:</b>	<b>A Sport:</b>
<b>To Make Money:</b>	<b>To Help Others:</b>
<b>At School-For School:</b>	<b>Around the House:</b>
<b>Other:</b>	

# *Expository Writing Plan*<sup>JM</sup>

- 
- Get reader's attention
  - Transition to topic
  - Clearly state your topic

- Do not expand here using examples, facts, or statistics
- You may briefly state your main points.

## INTRODUCTION

- |   |
|---|
| •State your first main point in one clear sentence.   |
| •Explain and define as necessary.<br>•Provide facts, examples, quotations, etc. for support.<br><br>•Vary the type of support and how you present it.<br>•Use creative, interesting, clear, specific support. |



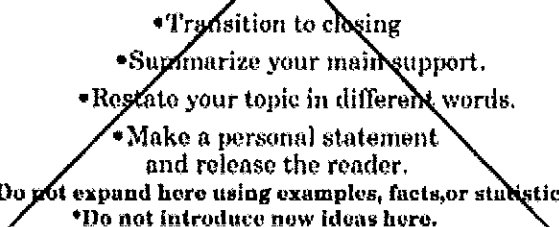
- |   |
|---|
| •State your second main point in one clear sentence.  |
| •Explain and define as necessary.<br>•Provide facts, examples, quotations, etc. for support.<br><br>•Vary the type of support and how you present it.<br>•Use creative, interesting, clear, specific support. |



## BODY

- |   |
|---|
| •State your third main point in one clear sentence.   |
| •Explain and define as necessary.<br>•Provide facts, examples, quotations, etc. for support.<br><br>•Vary the type of support and how you present it.<br>•Use creative, interesting, clear, specific support. |



- 
- Transition to closing
  - Summarize your main support.
  - Restate your topic in different words.
  - Make a personal statement and release the reader.
  - Do not expand here using examples, facts, or statistics
  - Do not introduce new ideas here.

## CONCLUSION

# Gathering Grid

A gathering grid can help you organize information for a research report.

- Write your questions in the left hand column
- Write the title of our sources at the top of each column
- Write answers you find and note where you found them

Subject	Source 1	Source 2	Source 3
Question 1			
Question 2			
Question 3			

# Analyzing Expository Writing

Student Writer	What is the BIG idea the writer is trying to convey?	How does the writer use an expository structure to organize their ideas?	How does the writer support and develop their ideas?	How does the writer keep their writing focused from beginning to end?	Based on the previous questions, what do we need to teach this writer about expository writing to lift the level of their writing?

# Student A - Literary Essay

## Overcoming Obstacles

Have you ever had difficulties that you had to solve? In the books The Silent Boy and Messenger by Lois Lowry, both main characters have to overcome the depressing and intense obstacles that the author creates.

For example in the book Messenger, Matty has to venture past the intense and dangerous forest because he needs to bring back a girl from another village to his village. The main character has to face the bad smells, the swamps, and even almost death. His puppy also almost dies.

For instance in the book The Silent Boy, Katy's best friend was taken away because of his "crime" and she never got to see him again. Jacob Stoltz (Katy's best friend) was accused for "killing" a new born baby and he doesn't talk so he doesn't know what to do. The judges then took him away.

Furthermore in the book Messenger, when Matty was very young, he had to leave his beloved village because of it's dangers and travel for days to find a new village.

Lois Lowry creates a wretched problem which the main characters have to face. Both main characters have many problems and later on life settles. Even though in life you have to face many difficulties, things can turn out for the best.

# Student B - Feature Article

## 3...2...1... Lift-off

March 14,  
2006

### The life and times of the shuttle.

#### Shuttles Speed

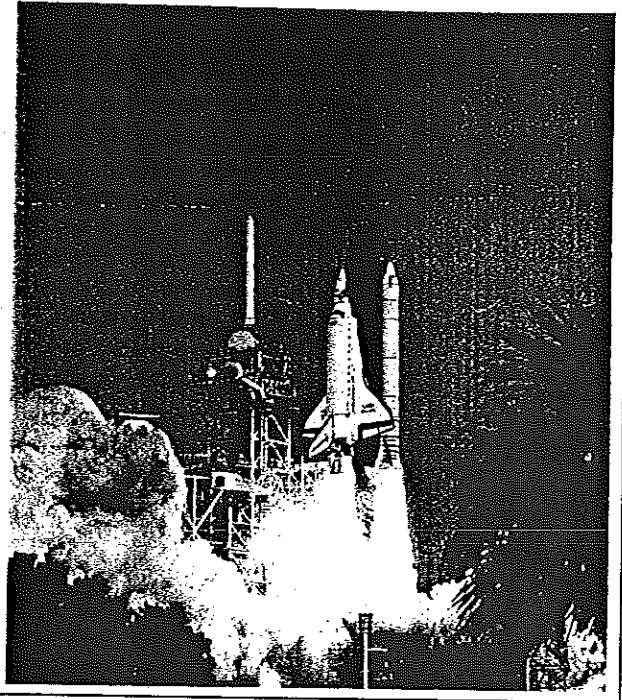
Imagine you're in a car going 90 M.P.H., and that to you feels very fast, but the Shuttle goes 200 times that speed! The Shuttle is the fastest aircraft in the world! It goes at a force of 3'Gs! That means that there is so much force going up in the Shuttle, you are pulled back into your seat and cannot move any of your limbs. The Space Shuttle goes at a speed of 17, 000 M.P.H.! The 3 main rocket boosters help the Shuttle go at that amazing speed. It takes only 90 minutes for the shuttle to go around the world once. It takes 5 hours for a commercial aircraft to go to San Francisco; it would only take the Shuttle 10 minutes to go to the same place.

#### Shuttle Food

John Young hated the food on the Shuttle so much that he brought a corn beef sandwich on board! But now NASA scientists have made the food on the Shuttle more Earth-like. As Sally Ride and astronaut on the STS-7 Challenger shuttle, said: "Eating feels the same as it does on Earth. It's just as easy to swallow food and drink in space, and everything tastes about the same as it would on Earth." On the Shuttle there are more than 100 different foods for the astronauts to choose from. To keep the food as good as it has ever been, the scientists might take out the fluids. When the astronauts eat their food, they play food games, like leaving the food in the air and diving at it to try and catch it in their mouths.

#### Shuttle Misfortunes

On April 28, 1986, Challenger exploded because of a solid rocket booster leak, and all of the astronauts on board perished in the fire. Only 73 seconds after lift-off, the Space Shuttle exploded. The Columbia Shuttle incinerated on February 23, 2003, when coming into Earth's atmosphere. When the Shuttle was going into space, a piece of foam hit the left wing, making it impossible to come to Earth on reentry.



We have lift-off!

#### Famous Astronauts

Imagine going to space or to the moon? Here are some of those special people who did. Sally Ride was the first American woman in space and flew on the STS-7 Challenger. Buzz Aldrin and Neil Armstrong were the first two people to land on the moon and were on the Apollo XI. John Glenn was one of the first to orbit the Earth and flew on the STS-95 Discovery. John Young was an astronaut for 42 years and flew on the Columbia Shuttle. Neil Armstrong made his famous moon speech saying, "One small step for man, one giant leap for mankind."



## Student C - Personal Essay

It's sad when you lose someone you love. One day my dog died of hip cancer.

One day my dog Niko looked sick. So we took him to the hospital, and the doctor said that Niko had hip cancer. So Niko stayed in the hospital for a while. We came to visit him every week, on the fourth week when we went to visit him the doctor said he died yesterday.

My whole family was very sad that Niko passed away, and he meant a lot to our family, so to keep him in our memory we decided to bury Niko under our garage in our house in Connecticut.

That experience made me prepared so when another pet dies I know what to expect.

After Niko died I felt lonely because I used to play with him a lot and I don't play with my sister a lot. So it's really sad when family members pass away.

# Student D - Persuasive Essay

## People should stop being wasteful

Do you know how much food people are throwing out? Schools don't recycle and landfill is full with garbage. People should stop being wasteful.

People should stop being wasteful because people waste food.

There are 96 billion pound of food and are wasted each year. 182,648 pound wasted each minute! That's how people are wasting food. 3,044 pounds of food wasting so much food that New York is not even having food!

10,958,904 pounds wasted on each hour! People should stop wasting paper.

The average office worker uses 10,000 sheet's of copy paper each year! People are wasting trees! And printing and writing paper equals about one-half of US paper production! Over 40% of wood pulp goes toward the production of paper.

People should being wasteful because people don't recycle. Did you know that recycling can help save the energy! Recycling is importatant it reduces waste and pollution. Recycling helps save landfill! Schools should recycle to help save the environment!

People should stop being wasteful. People should stop wasting food & paper should stop wasting paper and people should recycle. THINK BEFOR YOU THROW SOMETHINK AWAY!

# Healthy is the Best!

Schools need healthier lunch programs! We need to feed the youth healthier lunches so the future of the U.S.A. is not filled over weight people. I don't think the army will be able to go out to war if they all weigh 250 pounds! That 250 pounds come from a childhood of a french frie and hot dog diet! The school lunch needs a tremendous change!

The amount of oil we put in the school lunches are rediculas! If we keep on feeding the youth  $3\frac{3}{4}$  cups of oil in a pizza pie on pizza Fridays, they will be extremely over weight. The amount of children over weight this year has incresed by 10%, and so has the amount of hot dogs eaten!

I wanted to see how many people agree with me, so I took a survey. I asked 5<sup>th</sup>

SB3 graders, and some of the staff, at  
with a total of 100 people.  
I ask the 5<sup>th</sup> graders and the staff  
if they think the school lunch  
is healthy. 80% of the 100  
said NO! P.S. 183 is a school  
that serves French fries, BBA  
chicken, and canned fruit. I think  
that if some of the children  
don't think the lunch is healthy,  
we should change it!

In addition to the survey,  
I sat down with the principal  
of P.S. 183 and asked her a few  
questions. One of the questions  
was, if she thinks we should add  
anything, what would it  
be. She said she thinks we  
should add a salad bar so  
the children can have a  
variety of fruits and vegetables.  
She thinks we can do that  
by having a group with parents,  
children and the lunch staff. Great  
ideas Mary Anne!!

I have to say, the

school menus have gotten  
better, but they still need  
healthier lunch programs!

# Student E - Literary Essay

## Class Clown

I read a interesting book, called Class Clown by Johanna Hurwitz..

In this book, the main character ,Lucas, changes from the class clown to a great student in mrs.Hockadys classroom. Lucas learned that being good and not bad means you might get rewarded.

In the beginning of the story Lucas had a bad manners the bad side of him also know as the class clown. For Example: When Lucas did not know what was going on he wrote on desks in school. He did not do his homework. In a art program in Lucas school he put his head in a chair. In a barber shop he cuts his brother's hair.

In the middle of the story Lucas was trying to change but he did but at the same time he did not For Example: the bad thing he did was that he made a bet with a girl named cricket that he would not talk the whole day in school. But the good thing he did was he did his homework by bring in leaves. That's how I know Lucas tried to change.

In the end of the story Lucas changes from being bad to good because he starts to be nice to this girl named cricket which he did not like. He starts to share his ideas like one of his ideas was to do a mini circus . He starts to like his teacher mrs.Hockaday Lucas use to think

mrs.Hockaday was a mean teacher. He starts to be a great student in mrs.Hockaday's classroom. I think everyone will now think and treat him differently now that he changed.

Lucas in the class clown by Johanna Hurwitz learned that when he is good and not bad means you might get rewarded. But he keeps on changing and does good things and bad things. I can connect to Lucas because sometimes I do things before I stop and think. Why Lucas was a class clown was because a girl named cricket holds him back by making him feel like he only was a bad person.